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ABSTRACT

The difference between "foreign language learning" and "second language learning" is not clear because writers do not agree on the criteria to be used in making the distinction. Moreover, there is a lack of empirical evidence to justify the use of the two terms. The purpose of this study is: (1) to review the various criteria which have been used to differentiate between foreign language and second language learning, and (2) to examine one of the criteria systematically. The International Association for the Evaluation of Educational Achievement (IEA) has measured language achievement in ten countries where English is regarded as a foreign language. The same IEA tests were used in the present study to measure the achievement in English of a comparable sample of pre-university students in Baroda, India, where English is considered to be a second language. The comparison did not reveal any difference in English language achievement between the two groups of students, suggesting that the nature of the distinction between a foreign and a second language requires further investigation. (Author/AMH)

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English as a Foreign Language and English as a Second Language: An IEA Achievement Test Study

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Second and Foreign Languages

This paper has a twofold purpose. First, we will review the various criteria which have been used by scholars to differentiate between English as a foreign language and English as a second language. Secondly, we will take one of the criteria--that of language achievement--and see whether it enables us to establish, on empirical grounds, that the distinction commonly made between foreign language learning and second language learning is justified.

A survey of the literature suggests that there is a certain amount of confusion in the use of the terms 'foreign language' and 'second language'. Though the terms have been in use for many years, the difference between the two concepts has still not been clearly established. The difficulty is due to the fact that a variety of criteria are used for making the distinction, and the criteria are not always applied consistently.

UNESCO (1953) defines a second language as "the language acquired by a person in addition to his mother tongue." It is a second language in the chronological sense of the term, since it is learned by an individual after he has acquired his first language. The first language is "learnt by the child before the age of instruction from parents, from others, such as a nurse, looking after it, or from other children" (Halliday, McIntosh & Strevens, 1964: 78). It is the language of its speakers' "intimate everyday life" (Catford, 1959: 138). According to this definition, a second language is always learned after the age of instruction, from teachers, and in a formal setting. It is seldom used in an intimate context. Thus, the age at which a language is learned, the environment of its learning, and the purpose for which it is learned seem to distinguish a second language from a first language. However, a second language has also been defined more generally as "any language other than the native language or mother tongue" (Hartman & Stork, 1972).

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Many writers use the term 'foreign language' to refer to a second language and use the two interchangeably. For example, Stern (1967), in his survey of foreign languages in primary education, does not make any distinction between the two. Rivers and Temperley in their Practical Guide (1978) do not treat the two separately. On the other hand, writers such as Christophersen (1973), Corder (1973), Harrison, Prater and Tucker (1975), Lewis and Massad (1975), Marckwardt (1963), Paulston (1974), Quirk et al. (1972),

Strevens (1977), and Walker (1976) argue that a distinction should be made between the two. Different writers, however, use different measures to determine whether a language is 'foreign' or 'second'. Some of the principal criteria these writers use are: (i) the political status of a language in a country and its functional role in the community, (ii) the purpose for which a particular language is learned, (iii) the way a language is learned and the environment in which it is learned, (iv) the use to which a language is put, and (v) the level of achievement in a language. The use of these criteria by various authors will be discussed briefly to see how helpful they are in determining whether a language is 'foreign' or 'second'.

Marckwardt (1963) was one of the earliest to draw a distinction between a second and a foreign language. He defines a second language as "a language of instruction or lingua franca between speakers of widely diverse languages", and a foreign language as a language "taught as a school subject or on an adult level solely for the purpose of giving the student a foreign language competence which he may use in several ways--to read literature, to read technical works, to listen to the radio, to understand a dialogue in the movie" (p. 27). Marckwardt takes into account the international status of a language, the purpose for which the language is learned, and the way it is learned in deciding whether it is a second or a foreign language. He assumes that the three are inter-related. According to his criteria, Swahili is a second language and English a foreign language in East Africa; Hindi is a second language and English a foreign language in parts of India; Filipino is a second language, and Spanish and English are foreign languages in parts of the Philippines. But what about French in East Africa or German in India, or Chinese in the Philippines? They are clearly also foreign languages. How do we distinguish between these foreign languages and those that Marckwardt has defined as 'foreign' languages, which are not foreign in quite the same sense?

Quirk et al. (1972) use the purpose for which a language is used to distinguish between a second and a foreign language. They define a second language as "a language necessary for certain official, social, commercial or educational activities" within a country, and a foreign language as "a language used by someone for communication across frontiers, or with people who are not his countrymen: listening to broadcasts, reading books or newspapers, commerce or travel, for example" (p. 3). According to these authors, a second language is used for communication within a country; it operates in functions complementary to those of the first language. A foreign language, on the other hand, has no such role; it is used almost exclusively for communication with the outside world, or is learned for its general educational or literary value.

Lewis and Massad (1975) use the way a language is learned and the environment in which it is learned to determine whether it is a foreign or a second language. According to them, "a second language is ordinarily acquired under the stress of immediate environmental requirements" (p. 25), whereas in learning a foreign language there is no such environmental stimulus. But Lewis and Massad consider English

a second language in countries such as India and Uganda where there is little environmental support for learning English, and a foreign language in countries such as Israel and the Netherlands where there is considerable support in the environment (see Nadel et al., 1977).

According to Walker (1976), the distinction between a foreign and a second language is based on the role the language plays in the country, the way it is learned, and the environment in which it is learned. A second language is one which, while not the native language, is "used outside the school to a considerable extent" and a foreign language is one which is "normally learned by a young person in school or not at all" (pp. 23-24). If we accept this definition, Hindi and English are 'second' as well as 'foreign' languages in India, because though they are both used outside the school, it is also true that in non-Hindi regions they are both learned only in school.

To Christophersen (1973), it is the use to which a language is put that determines whether it is a second or a foreign language: "A foreign language is used for the purpose of absorbing the culture of another nation; a second language is used as an alternative way of expressing the culture of one's own" (p. 30). This too is not a very satisfactory criterion because it ignores the close relationship that exists between language and culture and assumes that the culture of one language can be expressed equally well in another language.

Many writers find the distinction between a foreign and a second language useful. To them, the differences between the two are "substantial and imply differences in motivation, in the content of teaching materials, and in methods of instruction" (Harrison, Prator, and Tucker, 1975: 16). They feel that "the distinction is worth making, since the acquisition of a foreign language cannot rely on the support which the out-of-school environment supplies for a second language (Walker, 1976: 24). "The effect of this distinction upon teaching and learning is very considerable, in the attitudes of the learners and teachers towards their task, in the kinds of teaching techniques that are commonly successful, and in the average levels of achievement that are expected" (Strevens, 1977: 21).

It can also be argued that a distinguishing psycholinguistic feature of a second language is that it is learned when a child is young, at the same time as his conceptualizing processes are being formed. A foreign language, on the other hand, is usually learned by older students when such processes are nearly completed. From this point of view, learning a foreign language may be said to be more a matter of cognitive enrichment than of cognitive fulfillment. A foreign language is seldom used as a medium of instruction whereas a second language is often used as a medium of higher education.

The prestige of a language in society may also be said to determine whether a language is 'second' or 'foreign'. The prestige would depend largely on a country's geography and history. For example, Swedish is learned as a second language in Finland for both geographic and historical

reasons, while French is learned as a second language in the Ivory Coast for historical reasons. In such countries the second language is often a necessity for moving up the economic and social ladder. Success or failure in learning a foreign language does not ordinarily have the same social consequence as success or failure in learning a second language.

Thus we see that the criteria applied to distinguish a second language from a foreign language may vary considerably. Some of the criteria are psycholinguistic; others are social, economic, and political. Some are quite subjective and others are more objective. It is because of this lack of a clear cut distinction between the two concepts that some writers think the difference is less important than it is sometimes assumed to be.

For example, Kaplan (1972) regards the distinction between 'second language' and 'foreign language' as superficial. To him, the terms represent "political opinions" and not "linguistic reality". Stern (forthcoming) also wants the distinction to be employed with reservations. To him, the word 'foreign' in 'foreign language' expresses a subjective relationship between the learner and the language (i.e., the language is foreign to the learner). He objects to the use of a subjective definition which, according to him, has resulted in a certain amount of confusion in the use of the two terms. To him, the term 'second language' "indicates something about the acquisition of the language and about the nature of the command, but nothing about the social or political status, the cultural value, or the origin of the language" (p. 3). It also suggests a 'secondary' language in the sense of a lower level of competence, when compared with the first language in which one's competence may be said to be 'primary'. He finds the term 'foreign language' "notoriously ambiguous". Stern prefers the term 'second language' to include all languages one learns after acquiring one's first language. He assumes that all languages acquired after the mother tongue constitute a uniform set and that competence in a second language is always 'secondary'. However, this may not always be the case. For example, there are many people in India whose competence in a second language can be regarded as 'primary' when compared with their proficiency in their first language, which is often 'secondary'. Apparently there are other factors, apart from order of acquisition, which influence the learning of second languages in India.

It was because of this difference of opinion among scholars, some of whom argue that "both theoretically and practically, it is necessary to distinguish a foreign language from a second language" (Lewis, 1974) and others who think that the distinction is confusing and ambiguous, that the authors felt it was time the issue was clarified on the basis of some empirical norms. They found that there was a striking lack of empirical evidence to support the kinds of distinction made between a foreign and a second language. A study was therefore carried out to test the distinction on an empirical basis.

The Empirical Study

Of the different criteria used, achievement in language was considered important from a learner's point of view. It was also something that could be measured fairly objectively on a standardized test. The International Association for the Evaluation of Educational Achievement (IEA) had conducted a survey in ten countries where, among other things, it had measured the English language proficiency of pre-university students. The ten countries were: (1) French-speaking Belgium, (2) Chile, (3) Federal Republic of Germany, (4) Finland, (5) Hungary, (6) Israel, (7) Italy, (8) the Netherlands, (9) Sweden, and (10) Thailand. In these countries, English was defined as a foreign language (Lewis and Massad, 1975).

While reporting the results of their study, the IEA authors recommended a replication of the study in countries where English is learned as a second language (Lewis and Massad, 1975). Following this suggestion, we decided to measure the English language achievement of a sample of students in Baroda, India, who could be regarded as having learned English as a second language. A comparison of their scores with those of similar students in the IEA study would indicate whether achievement in English as measured by the tests discriminated between foreign and second language learners.

The IEA English Language Tests*

The IEA English Language Tests (Population IV) consist of four subtests: listening, reading, writing, and speaking. They are meant for pre-university students, aged 17 to 19. Owing to difficulties of administration, the speaking test was not used in Baroda.

The listening comprehension test consists of 36 multiple-choice items, divided into four sections--(i) discrimination of sounds, (ii) intonation, (iii) listening comprehension (sentences), and (iv) listening comprehension (conversation)--to be answered in 30 minutes. Students listen to a tape recording of a series of words, sentences, and dialogues. They are asked to mark their responses in a test booklet.

The reading test consists of 60 multiple-choice items, divided into five sections, to be answered in 60 minutes. The first section is on word stress. The second section on collocations seeks to test the students' knowledge of which adjective collocates with which noun. The next section asks students to complete sentences by selecting the correct form of a verb, or the correct order of words, or the appropriate articles. The fourth section tests comprehension of fairly simple sentences. The last section contains five passages of prose which are

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*These tests are available from ERIC. Permission for their use is to be obtained from IEA, Stockholm.

graded according to their level of difficulty. They range in length from approximately 130 to 220 words. Each passage is followed by five or six questions to which alternative responses are provided. The students are required to mark the ones which they think are the most appropriate.

The writing test is in four sections which the students are required to answer in 40 minutes. The first three sections consist of sentence-completion items. They test the students' ability to use correct prepositions, relative pronouns, adverbs, tense forms, pronouns, and active and passive voice. In the fourth section, students are asked to write a composition of about 200 words on a given topic, using 12 words that are provided.

English as a Second Language in Baroda

According to the criteria used by IEA, English is a second language in India because it has the status of an Associate Official Language at the national, and that of an official language at the state level in three of the 22 Indian states. English is used extensively both in the Government and in business and industry, and is learned in school, though it is not natively spoken anywhere in the country. English is also used as 'an alternative way of expressing the culture' by Indian creative writers like Raja Rao, who calls English a "language of India's intellectual make-up".

Baroda is a city in the state of Gujarat in Western India. It is 416 kilometres north of Bombay, and 1,033 kilometres south-west of Delhi. The city's population was 467,254 in 1971 (Census of India, 1971). Gujarati is the dominant language of the area, spoken by 90.2 per cent of the population. Marathi, Urdu, Hindi, and Sindhi are the other major languages spoken in the city.

Gujarati is the main language of instruction in most schools in the city. There are a few schools in which English, Marathi, Hindi, or Sindhi is used as the medium. The learning of English is obligatory in all schools for three years, from grades 8 through 10 (ages 13+ through 16). Six periods of 35 minutes each are devoted to the teaching of English every week. However, not everyone is required to offer English at the Secondary School Certificate (S.S.C.) examination which the students write at the end of grade 10. For example, in 1975-76, only 57 per cent of the students who appeared at the S.S.C. examination offered English as a subject (Gujarat Secondary Education Board, 1977).

After S.S.C., students who wish to continue their studies join a two-year higher secondary course in which there is provision for the teaching of English as a subject. However, the study of English is compulsory only for those who wish to study engineering or modern medicine. After they pass the higher secondary examination, students join a college or a university. So the second year of the higher secondary or grade 12 is the pre-university year. Students in grade 12

would have studied English as a subject for at least five years, and would be about 17 years old.

Data Collection

A random sample of 124 pre-university science students in Baroda was selected for this study. All of them had studied English as a subject for at least five years. They required English for further education since most textbooks and reference material used in higher education are in English, and English is the only language of graduate instruction in the professional faculties (University Grants Commission, 1977).

The IEA listening, reading, and writing tests were administered to this random sample in July-August, 1977. Only students who had studied in Gujarati-medium schools were selected for the study. Their mean age was 17. The average number of years they had studied English as a subject in school ranged from 5 to 7 years. Thus they were similar to the pre-university students tested by IEA. For administrative convenience, the sample was divided into groups of 38 or 39 students, and each group was tested on a different day. Every effort was made to see that the conditions under which they took the tests were the same on all the days of the test. Students who participated in the tests were given certificates showing their scores.

Validity and Reliability of the Tests

Our first task was to establish the validity and reliability of the IEA tests for use in Baroda. The appropriateness and the level of difficulty of the tests had to be assessed first. The investigator who conducted the test on the field had considerable experience of teaching and examining pre-university students in Baroda. It was his considered opinion that the IEA reading and writing tests were quite appropriate because they were similar in content to the tests that were used to measure achievement in English in Baroda though the latter were predominantly subjective. The following were some of the points tested:

A. Grammar	IEA Tests
The gerund, infinitive with and without 'to', prepositions, conjunctions, adjectives used as nouns, word order, plurals of nouns, personal pronouns, demonstrative pronouns and adjectives, relative pronouns, reflexive pronouns, adverbs.	Reading: Section III Writing: Sections I, II, & III
Tenses: simple present, present continuous, simple past, past continuous, present perfect, conditional.	
Voice: the passive.	

	IEA Tests
B. Vocabulary	
Collocations	Reading: Section II
C. Pronunciation	
Phoneme discrimination, word stress, intonation, segmental and supra-segmental pronunciation.	Listening: Section I Reading: Section I Listening: Section II

(adapted from Dunlop, 1975)

As far as grammar was concerned, these were the points tested at the pre-university level in Baroda, representing the kind of knowledge required to pass the pre-university examination in English.

The listening test was considered appropriate for use in Baroda, even though it tested how well students comprehended educated British English. It is true that it is not often that students in Baroda are exposed to native speakers of English. But the range of vocabulary and sentence structure of the test items was well within their knowledge and experience.

The section on word stress in the reading test was considered inappropriate because word stress is not directly taught to students in Baroda, nor is it tested. Even when students' attention is drawn to stress, it is done in connection with speaking rather than reading. In fact, many Indians read and understand English but do not know the correct stress or intonation. The value of a section on word stress in a reading comprehension test appeared therefore to be questionable.

To ensure both fairness and objectivity, three teachers of English in Baroda were asked to scrutinize and give their assessment of the suitability of test items for use in Baroda. Each of the teachers had taught in Baroda for at least 10 years and had examined pre-university students, and so were familiar with their standard of achievement. Two of the teachers were male and the other was female. All three agreed that the tests were of a reasonable level of difficulty. Two of them felt that the listening test was difficult because it tested native stress and intonation patterns. The other teacher thought that it was quite appropriate since educated British English is the target model of educated Indian English. Since one of the reasons why students in Baroda learn English is because it gives them access to world knowledge, and since this access is not limited to books and journals only, but is also gained through radio broadcasts and lectures by visiting scholars, it appeared reasonable to test the students' listening comprehension of educated British English. All three teachers felt that the section on word stress in the reading test was out of place. One teacher felt that the reading comprehension passage on 'sailing' was difficult because of the unfamiliarity of the subject. Otherwise, the three teachers thought that the tests were quite valid.

Since the reliability of the IEA tests had already been demonstrated when they were used in ten different countries, the tests were expected to perform reliably in Baroda also. Satisfactory internal consistency coefficients confirmed that the tests were quite reliable in Baroda. Only word stress in the reading test showed up as a subtest with a low reliability. The observed mean of 2.4 (maximum 8), with a standard deviation of 1.2, and a low reliability of 0.34 confirmed our suspicion that this particular test contributed little, if anything, to the total reading test. It was observed that there were some students whose scores were near perfect in all sections of the reading test except the one on word stress.

Scoring

The listening and reading tests, and the first three sections of the writing test were of an 'objective' nature, and so were scored for correct responses. No deductions were made for guessing. The composition section of the writing test could not be scored according to the IEA guidelines because of resource and time constraints. It was decided to use only the scores of the first three sections of the writing test for purposes of comparison.

Findings and Discussion

Listening. On the listening test, the mean score of the Baroda sample was 17.6 (maximum 36) and the standard deviation 3.6. The IEA had administered the listening test in only six of the ten countries, and their sample means and standard deviations are presented in Table 1.

Insert Tables 1 and 2 about here

A comparison of the means showed that on the listening test the achievement of students in Finland and Sweden was superior to that of students in Baroda, but the achievement of students in Chile, Belgium (French-speaking), Hungary, and Italy was not so high. Since the sample size varied from country to country and the standard errors for each sample were not available, the overall means for students who had learned English as a foreign language could not be calculated, nor could the difference between their means and the Baroda means be tested for statistical significance.

Reading. On the reading test, the mean score of the Baroda sample was 33.8 (maximum 60) and the standard deviation 6.4. The IEA had administered the reading tests in all ten countries and the sample means and the standard deviations are presented in Table 2. A comparison of the means showed that on the reading test the achievement of students in the Federal Republic of Germany, Finland, the Netherlands, and Sweden

TABLE 1

Means and Standard Deviations of Scores in Listening

	Subscores in order of sections									
	I		II		III		IV		Total	
Country	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Belgium (Fr.)	7.1	2.7	5.8	1.9	2.4	2.7	1.7	2.6	16.9	7.0
Chile	2.9	2.8	4.3	2.1	0.2	1.9	0.2	1.8	7.1	4.5
Finland	8.4	2.3	5.5	2.0	4.2	2.4	5.0	2.3	23.2	6.1
Hungary	6.2	3.0	6.2	1.6	2.1	2.8	1.8	2.8	16.3	7.3
Italy	5.7	2.8	5.8	1.6	2.1	2.6	1.6	2.7	14.7	7.6
Sweden	9.2	1.9	5.4	1.9	5.4	2.1	6.5	1.8	26.2	5.4
BARODA (India)	6.2	1.9	5.0	1.4	3.4	1.4	3.3	1.6	17.9	3.6

Section I: Discrimination of sounds

Section II: Intonation

Section III: Listening comprehension (sentences)

Section IV: Listening comprehension (conversation)

TABLE 2

Means and Standard Deviations of Scores in Reading

	Subscores in order of sections											
	I		II		III		IV		V		Total	
Country	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Belgium (Fr.)	1.5	2.0	1.1	1.8	3.0	2.5	6.4	2.8	12.3	5.7	24.2	10.8
Chile	1.6	2.0	0.7	1.5	0.9	2.2	2.9	3.0	4.9	5.2	10.6	9.8
FRG	5.1	1.8	2.8	1.7	5.1	1.8	8.7	1.5	19.5	3.0	41.2	6.1
Finland	2.6	2.3	2.9	2.0	5.5	1.9	8.7	1.7	15.9	4.5	35.6	8.3
Hungary	1.8	2.1	1.6	2.2	2.9	2.3	5.3	2.7	8.6	5.5	20.1	11.2
Israel	3.0	2.4	1.8	2.2	4.6	2.5	7.2	2.8	11.4	6.7	27.4	12.9
Italy	2.2	2.4	1.7	1.9	2.8	2.6	4.9	3.0	8.8	7.0	20.1	12.6
Netherlands	5.0	2.2	3.9	1.9	5.4	2.1	9.0	1.5	19.7	3.0	42.9	6.5
Sweden	3.8	2.6	3.3	1.7	5.2	2.2	9.2	1.8	17.8	4.5	39.5	9.0
Thailand	0.9	1.7	1.2	1.7	3.5	2.6	5.7	2.7	8.4	4.7	19.7	9.1
BARODA(India)	2.3	1.3	3.7	1.6	5.2	1.7	7.9	1.5	14.7	3.9	33.8	6.4

Section I: Recognition of word stress
Section II: Collocations
Section III: Grammatical structures
Section IV: Comprehension - short sentences
Section V: Comprehension - continuous texts

was superior to that of students in Baroda, but the achievement of students in Belgium (French-speaking), Chile, Hungary, Israel, Italy, and Thailand was not as high as that of students in Baroda.

Writing. On the first three sections of the writing test, the mean score of the Baroda sample was 21.1 (maximum 30) and the standard deviation 5.8. The IEA had administered the writing test in only six of the ten countries. Their sample means and standard deviations are presented in Table 3.

TABLE 3

Means and Standard Deviations of Scores in Writing

(The first three sections only)

	Mean	S.D.
Belgium (Fr.)	20.5	6.0
Chile	7.2	4.8
Finland	26.0	3.2
Hungary	18.2	7.2
Italy	18.9	6.0
Sweden	25.3	4.6
BARODA (India)	21.2	5.8

A comparison of the mean scores showed that the achievement of students in Finland and Sweden was superior to that of students in Baroda but the achievement of students in Belgium (French-speaking), Chile, Hungary, and Italy was not as high as that of students in Baroda.

Table 4 shows the intercorrelations of the different sample means. The intercorrelations among the means of the different tests and the total were found to be quite high, suggesting that the three skills tested in Baroda were highly interrelated.

TABLE 4

Intercorrelations of Listening, Reading, and Writing Scores

	Listening	Reading	Writing	Total
1. Listening	--			
2. Reading	0.70	--		
3. Writing	0.61	0.76	--	
4. Total	0.84	0.79	0.87	--

A review of the test results showed that achievement in language by itself did not appear to be a dependable criterion for deciding whether English was a foreign or a second language in Baroda. The largest gap was between the achievement of students in countries such as Finland and Sweden on the one hand, and that of students in countries such as Chile and Thailand on the other, though students in all these countries learned English as a foreign language. The achievement of learners in the Netherlands was found to be superior to that of learners in Belgium (French-speaking) even though the status of English in the two neighbouring countries was the same. Similarly, students in Sweden did much better on the tests than students in Hungary and Italy even though students in these three countries learned English in a non-English speaking environment. Students of English in Baroda, who are generally regarded as second language learners, appeared to fit somewhere in the middle between the extremes represented by Sweden and Thailand, both of which are regarded as 'English as a foreign language' countries.

Conclusion

What this study shows is that the criterion of achievement in language by itself does not discriminate between students who learn English as a second language and those who learn English as a foreign language. Other criteria such as the status of the language and its functional role in the community, its economic usefulness, the context in which it is learned, and the purpose for which it is learned need to be examined to see whether they help to discriminate between a 'foreign' and a 'second' language. But before these factors are examined, they need to be more clearly defined and suitable instruments must be developed for measuring them. This is an area where applied linguistics will need help from the field of sociology of language.

When Lewis (1974) argues that "the failure to distinguish between different kinds of second language situations, or between a second language and a foreign language, confuses the teacher by creating uncertainty about the norms" (p. 38), he assumes that all the different kinds of second language situations can be grouped under the two labels, 'second language', and 'foreign language'. But there are at least four second language situations which can be distinguished from one another, and the two labels do not seem adequate for describing English in all four situations. The situations are:

i. learning English in an English-speaking country, e.g., English-speaking provinces of Canada, U.S.A.

ii. learning English in an English-using country where English is the primary official language, e.g., Nigeria, Singapore.

iii. learning English in an English-using country where English is a 'secondary' language, e.g., Bangladesh, India.

iv. learning English in a non-English-speaking and non-English-using country where little English is used, e.g., France, Iran.

In the present study, only the English language achievement of learners in situations (iii) and (iv) has been compared. The achievement of learners in situations (i) and (ii) also needs to be measured and compared with the others before any definite views can be expressed on the adequacy or usefulness of the two terms.

Since French is learned in situations similar to English, both as a second language and as a foreign language, it may be helpful to see whether such a distinction in the case of French also needs to be made since it has been claimed that the differences between French as a foreign language and French as a second language are substantial and "imply differences in motivation, in the content of teaching materials, and in methods of instruction" (Harrison, Prator, & Tucker, 1975: 16).

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